



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

3250 East Hermosa Vista Dr, Mesa, AZ 85213

Mesa Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Excelling
2002-03 Excelling
2001-02 Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Not Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Kenneth W. Erickson
Schedule : 7:30 AM to 4:00 PM
Grades : 7-9
2004 Enrollment : 1380
Web Address : www.mpsaz.org/stapley
Phone Number : (480) 472-2700
Fax Number : (480) 472-2828
E-mail : kwericks@mpsaz.org

Mission

The staff, parents and community of Stapley Junior High believe all students can learn and achieve mastery of essential skills. Our purpose is to create a safe learning environment where all students can achieve high levels of performance. A positive learning environment is generated by fostering attitudes of respect and responsibility. Through academic performance and school participation, students can be motivated to become lifelong learners and productive members of our society.

School / Academic Goals

- ü There is a school wide focus on reading. All departments will work to improve reading comprehension. In addition, the school has initiated a sustained silent reading program.
- ü All students will improve comprehension in content vocabulary.

Enrollment

October 1, 2003 School Year Student Enrollment : 1403
Accepting New Students in 2004-05 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2003-04 : 51

Instructional Programs

- ü Gifted
- ü Honors Classes
- ü On-site Special Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	4/25/2005

Shared Responsibilities

School

Stapley is responsible for creating and maintaining a safe environment in which all students can learn. We believe communication with parents is essential for high academic achievement of our students. Communication between the school and parents is accomplished via a quarterly newsletter, progress reports, report cards, student handbook, open houses, and parent/student orientation meetings. Stapley has both a Booster Club and SIAC.

Parents

Parents are responsible for ensuring that their children come to school ready to learn. Parents of the community support the philosophy and school rules at Stapley, allowing us to provide the best learning environment possible. Students should be encouraged by parents to do their best in school and told of the great value of a good education. Parents must work closely with their child's teachers to help the child succeed academically.

Transportation Policy

Busing is provided for students living more than two miles from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü All Music Groups--Superior Rating	2004
ü Football City Championship	2003
ü Boys and Girls Basketball City Championship	2004
ü Girls Volleyball City Championship	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	422	5673	75001	100	99	99	496	489	468	17	24	37	34	33	36	26	24	16	23	20	10
All Students (Prior Year)	479	5563	71167	97	98	99	490	480	463	15	24	38	44	41	41	28	23	14	13	13	7
Female	210	2761	36846	100	100	99	497	489	468	15	22	36	35	36	38	28	25	16	21	18	10
Male	212	2908	37974	100	99	99	495	489	467	20	26	39	33	30	34	24	23	16	24	22	11
African American	NC	221	3720	NC	100	98	NC	468	446	NC	39	53	NC	31	33	NC	18	9	NC	12	4
Hispanic	33	1551	26675	97	99	98	445	462	448	54	40	52	39	37	34	7	17	10	0	7	4
Asian/Pacific Islander	NC	136	1575	NC	100	99	NC	507	504	NC	17	18	NC	27	33	NC	22	20	NC	34	29
American Indian/Alaskan Native	31	213	4731	100	98	98	423	450	438	71	51	61	23	32	30	6	13	7	0	4	2
White	349	3539	37785	99	99	99	507	502	482	10	16	25	34	32	39	29	27	21	27	25	15
Students with Disabilities	21	476	8802	91	100	100	419	421	418	70	75	79	30	21	16	0	3	3	0	1	1
Students without Disabilities	401	5197	66199	100	99	99	500	494	472	15	20	34	34	34	38	27	25	17	24	21	11
Limited English Proficient Students	19	799	11710	100	100	100	432	454	429	79	46	70	14	37	25	0	13	4	7	4	1
Migrant Students	NC	23	709				NC	430	442	NC	67	57	NC	28	34	NC	6	7	NC	0	2
Economically Disadvantaged	76	2327	29814				444	464	448	55	39	53	34	35	33	3	16	10	8	10	4
Non-Economically Disadvantaged	346	3346	45170				507	505	479	9	14	28	34	31	38	31	28	20	26	26	14

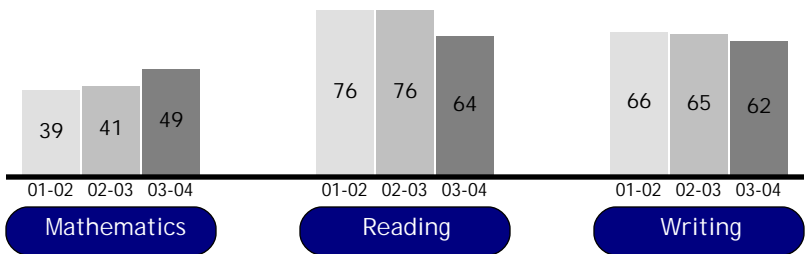
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	422	5674	74918	100	99	99	513	502	497	19	28	32	17	18	19	41	36	35	23	18	15
All Students (Prior Year)	474	5561	71100	96	98	99	523	507	502	11	20	25	13	20	21	49	44	40	27	17	15
Female	210	2760	36805	100	99	99	519	507	501	15	25	28	18	19	19	41	37	37	26	19	16
Male	212	2910	37936	100	99	99	506	498	493	23	32	35	17	16	18	40	35	33	20	17	14
African American	NC	222	3719	NC	100	98	NC	489	481	NC	38	43	NC	18	21	NC	31	29	NC	13	7
Hispanic	33	1550	26645	97	99	98	467	477	478	55	47	46	28	19	20	14	27	27	3	6	6
Asian/Pacific Islander	NC	136	1571	NC	100	99	NC	512	521	NC	21	18	NC	16	15	NC	40	38	NC	23	30
American Indian/Alaskan Native	31	214	4729	100	99	98	455	469	468	71	54	57	10	19	19	13	22	19	6	5	4
White	349	3539	37773	99	99	99	522	514	511	11	19	20	17	17	18	45	40	41	26	24	21
Students with Disabilities	21	477	8801	91	100	100	444	440	448	81	81	75	5	11	13	10	6	10	5	2	2
Students without Disabilities	401	5197	66117	100	99	99	516	507	501	16	24	28	18	18	19	42	38	37	24	20	16
Limited English Proficient Students	19	802	11706	100	100	100	455	467	454	71	57	71	21	18	16	7	21	12	0	4	1
Migrant Students	NC	23	706				NC	449	467	NC	78	55	NC	22	22	NC	0	20	NC	0	4
Economically Disadvantaged	76	2331	29785				464	479	477	60	46	47	18	19	20	19	28	26	3	8	6
Non-Economically Disadvantaged	346	3343	45115				523	516	508	10	18	23	17	17	18	45	41	39	27	25	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	422	5635	74503	100	99	99	514	479	491	11	13	9	26	37	32	47	42	51	15	8	8
All Students (Prior Year)	466	5441	69001	94	96	96	506	494	490	7	13	17	28	36	37	64	50	45	1	0	1
Female	210	2744	36686	100	99	99	537	497	506	4	8	5	23	35	29	54	47	57	19	11	9
Male	212	2886	37644	100	98	98	491	461	476	18	18	13	29	40	36	41	37	45	12	6	6
African American	NC	219	3677	NC	100	97	NC	463	475	NC	21	12	NC	36	36	NC	36	46	NC	7	5
Hispanic	33	1545	26500	97	99	97	404	444	467	43	21	13	39	45	39	14	31	44	4	3	4
Asian/Pacific Islander	NC	134	1566	NC	100	99	NC	497	537	NC	11	5	NC	32	23	NC	44	55	NC	13	18
American Indian/Alaskan Native	31	208	4695	100	96	97	419	444	464	45	23	14	29	43	39	19	29	44	6	4	3
White	349	3517	37606	99	98	99	531	495	508	5	9	6	25	35	28	52	47	56	17	10	10
Students with Disabilities	21	472	8662	91	100	100	407	394	409	37	48	37	37	36	42	26	15	20	0	1	1
Students without Disabilities	401	5163	65841	100	99	98	519	486	499	10	10	7	26	38	32	48	44	53	16	9	8
Limited English Proficient Students	19	795	11608	100	100	100	372	422	430	57	30	23	29	45	47	14	23	28	0	2	1
Migrant Students	NC	23	701				NC	412	449	NC	39	17	NC	33	43	NC	28	38	NC	0	1
Economically Disadvantaged	76	2304	29587				406	445	465	42	22	14	39	42	40	17	32	43	3	4	4
Non-Economically Disadvantaged	346	3331	44898				537	500	507	4	7	7	24	34	28	54	48	55	18	11	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	96	66	53	48	99	69	59	51	96	65	NA	54
	Language	96	72	56	51	98	74	62	54	97	75	64	58
	Mathematics	98	77	67	54	98	82	74	58	96	82	75	62
8	Reading	96	67	54	49	98	70	58	53	96	66	NA	55
	Language	96	70	51	46	97	73	56	49	97	69	58	52
	Mathematics	99	78	66	54	98	80	69	58	98	79	73	61
9	Reading	97	59	46	37	96	66	50	41	97	61	NA	42
	Language	96	64	49	38	97	71	54	42	96	64	54	42
	Mathematics	98	83	71	56	97	85	74	60	96	82	76	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Stapley Junior High School

School Site Council

Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü General ECA Funds
- Ü Student Discipline
- Ü Extracurricular Activities
- Ü North Central Association Accreditation
- Ü 301 Budget Decisions

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	59.60
Other Professional Staff	5.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	0	0	0
4 to 6 years	6	6	0	0
7 to 9 years	2	4	0	0
10 or more years	12	32	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	51
Core academic classes taught by Highly Qualified (NCLB) teachers.	295
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü 3 Computer Labs
- Ü Auditorium
- Ü 1 Wireless computer lab

Extracurricular Activities

- Ü National Junior Honor Society
- Ü 9th Grade Interscholastic Sports
- Ü Native American Club
- Ü Yearbook Club
- Ü Computer Club
- Ü National Academic League Team

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Recreational Activities
- Ü Job Placement Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Stapley Junior High consistently scores above the state and national averages on the Stanford 9 in math, grammar and reading at all grade levels.
- ü Stapley Junior High had over 30 students receive writing awards in the 2003-04 Mesa Public Schools District Writing Contest. That number is twice as many as any other junior high in the district.
- ü Stapley Junior High won the City and State Championships in the National Academic League competition. In addition, the team competed in the national competition.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 6-7	60	67
Grades 7-8	73	74

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Stapley is committed to ensuring a safe and secure environment for our students. Clear and concise student behavior rules and expectations are set and aggressively, fairly, and consistently enforced. We also have a School Resource Officer on campus.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

17

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

Name		Phone Number
School Site Council		(480) 472-2780
Transportation Policy	Community Relations	(480) 472-0223
Community Resources		(480) 472-2780
School Nutrition Programs	Jill Benza	(480) 472-0900
Parent Organization	Sabercat Booster Club	(480) 472-2780
Student Health/Nurse	Ronda Doolen	(480) 472-2798

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 1350 Copies = \$515.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.